Athletic Directors in Canada

Continued from Preceding Page

for instance, altering starting times and schedules.

At last year's annual meeting, TSN was given the go-ahead to begin televising Canadian university sporting events.

The recently formed network produces sports telecasts—or acquires them from other companies—and sells them to local cable operators throughout Canada. Most of its programs cover professional sports. About 40 per cent of the events it televises take place in Canada.

Since the network took the air last September, it has shown a number of university events: 7 football games, 13 ice-hockey games, and 26 basketball games. Most of the telecasts have been live and in prime time.

Over the next 12 months, TSN plans to carry a similar number of games in those sports, and to add six volleyball games as well. It hopes eventually to market Canadian college sports in the United States, in areas close to the Canadian border.

The association's agreement with TSN represents, potentially, a substantial boost for college sports in this country, although it does not produce much income. The universities have agreed to turn over to the association any surpluses from the initial contract so they can be used for promotion.

'Almost Aggressive Hostility'

At the moment, said the C.I.A.U.'s executive vice-president, Robert W. Pugh, "university athletics is struggling against professional sports; it doesn't have the recognition it has in the United States."

Gordon Craig, president of TSN, warned the delegates here that the venture could work only if institutions cooperated by making allowances where TV markets dictate.

But in a report issued to delegates, Mr. Pugh said that some member institutions, when asked to make such changes, have reacted with "almost aggressive hostility or indignation."

In an interview, Mr. Pugh said there were justifications for sensitivity to such requests. TSN and the association, he said, are trying to promote Friday night as a university sports night, and that means that institutions across the country have to adapt to the time zone in Ontario, where the bulk of the television market is situated.

That has led to some odd starting times, and the switching of some games from traditional playing days. Athletic directors say such changes are being made without consideration of their effect on attendance.

Some also point out that when the start of a game is moved back even one hour, a four- or five-hour bus trip home becomes an even more onerous proposition for players.

But, in general, the requests for changes are not onerous, Mr. Pugh said, and no team is likely to receive more than one or two a year.

Athletic directors and other officials here suggested that the hesitation really stems from interregional rivalry. Many institutions simply do not want to kowtow too readily to the requirements of one province's television market, they said.

Complications Cited

Member institutions pointed to a number of complications that had arisen.

For example, when the network asks that existing advertising banners not be displayed in stadiums, it forgets that some athletic programs have long-standing agreements with local advertisers. And some athletic programs have existing arrangements with local broadcast and cable operators.

The association's national office is gathering information about facilities suitable for television—such as ice-hockey rinks and field houses with sufficient lighting for television.

Some athletic directors said they didn't mind moving games to larger facilities, but their usual attendances of, say, 2,000 for hockey games would look meagre in large, municipally owned stadiums.

Public's Views of College Sports

Continued from Page 1

ball program following a scandal in which three of its players were indicted on sports-bribery charges following a gambling investigation.

Although 70 per cent of the respondents to the survey said they felt that gambling on college sports encouraged athletes to cheat, only 28 per cent said that they agreed with Tulane's decision to abandon basketball.

Other findings in the survey:

► 42 per cent of the respondents felt coaches should have more job security, even if their teams lose.

► 18 per cent felt that college athletes should be paid for competing in sports.

► 85 per cent thought athletes should be held to the same academic standards as other students.

Of the 70 per cent who thought that gambling tempted players to cheat, 26 per cent said they felt such cheating went on at "most games."

The poll was conducted by the research department of Media General among 1,402 adults across the country living in households with telephones.

Media General is a Richmond-based communications company that owns several newspapers and television stations.

Questions and Responses

Following are the questions and responses from the poll:

Some people enjoy betting on college games. Others are against it. How about you? Would you say you bet on college games often, sometimes, or not at all?

OFTEN	2%
SOMETIMES	13%
NOT AT ALL	84%
NO ANSWER	1%

What form does your betting take? Betting with friends, betting with a bookie, or something else? (Asked only of those who bet)

WITH FRIENDS	91%
WITH A BOOKIE	10%
SOMETHING ELSE	2%

Do you think the role of sports in college today is overemphasized, underemphasized, or emphasized about right?

OVEREMPHASIZED	60%
UNDEREMPHASIZED	2%
ABOUT RIGHT	33%
DON'T KNOW	5%

Should college athletes be paid for competing in major college sports, or not?

SHOULD BE PAID	18%
SHOULD NOT BE PAID	76%
DON'T KNOW	6%

Should college coaches be given job security whether they win or lose games, or should colleges have the option of firing coaches if the teams lose too many games?

JOB SECURITY	42%
OPTION OF FIRING	46%
DON'T KNOW	12%

Recently, eight people, including three Tulane University basketball players, were indicted on bribery and conspiracy charges in a gambling scheme to shave points to control the outcome of three games last season. Have you heard about the case, or not?

HAVE HEARD	64%
HAVE NOT HEARD	32%
DON'T KNOW	4%

Do you think Tulane administrators did the appropriate thing by abolishing the college basketball program, or not?

DID APPROPRIATE THING	28%
DID NOT	50%
DON'T KNOW	22%

Some people say college athletes should be required to maintain higher academic standards than other students because they get a free education. Other people say they should be required to maintain the same academic standards as other students, while still others say they should be allowed to have lower academic standards because of the hours they must put into their sports. In your opinion, should athletes be required to maintain higher academic standards, the same standards, or lower standards than other students?

HIGHER	10%
SAME	85%
LOWER	2%
DON'T KNOW	3%

Do you think gambling on college sports encourages athletes to cheat, or not?

YES	70%
NO	20%
DON'T KNOW	10%

In your opinion, does this happen in most games, some games, or in isolated cases? (Asked only of those who said yes to previous question)

MOST GAMES	26%
SOME GAMES	26%
ISOLATED CASES	35%
DON'T KNOW	13%

Reform Debate in NCAA

Continued from Page 1

bers said that of the 376 institutions that had completed registration forms thus far, 187 had indicated that their presidents or chancellors would attend. Of the 278 presidents in the N.C.A.A.'s top competitive section, Division I, 136 said they would be here for the meeting.

The association and its presidents' commission have been urging presidents to appoint themselves as the official delegates from their institutions and attend the meeting. Early this month the commission mailed a question-and-answer booklet about the meeting to presidents of all 794 N.C.A.A. member institutions.

It said, in part: "Why am I being asked to attend? . . . The commission believes that presidents and chancellors of the nation's institutions of higher education must exercise a new and continuing leadership role in assuring that intercollegiate athletics is conducted properly within the framework of higher education. It believes that this is a landmark convention in the history of the N.C.A.A. and that direct presidential leadership will assure that meaningful actions are taken."

Charles E. Young, chancellor of the University of California at Los Angeles, said the convention would be of such importance that he and other chancellors in the university system would skip a board of regents' meeting to attend.

"This convention was called by the presidents' commission and has an agenda set by the presidents' commission. That in itself makes the convention special," he said.

"There have been a lot of things in the past few years that signal a change in the direction of college sports. And there has been a growing interest and recognition of the importance of these matters on the part of chief executive officers."

Most of the 12 proposals to be considered here were developed by the presidents' commission, a 44-member panel comprising presidents and chancellors from all three N.C.A.A. divisions. Among the proposals to be considered is one that would require institutions to report the academic status of athletes to the N.C.A.A. Others would set distinctions between major and secondary violations, provide stiffer sanctions, and require audits of athletic-department budgets.

Presidents from universities that are members of the association's Division I-A, the top football-playing section, will meet here just before the convention gets under way. They will discuss the special convention and talk about a governance structure for their division, which recently gained the power to make many of its own rules within the N.C.A.A.

Presidents interviewed by *The Chronicle* agreed on the importance of both the convention and their attendance.

"The interest of college presidents is a significant force," said Edward T. Foote, II, president of the University of Miami. Mr. Foote, a proponent of intercollegiate athletic reform, at one time suggested that a new governing body be formed to replace the N.C.A.A.

Views on Smaller Campuses

Thomas E. Everhart, chancellor of the University of Illinois at Urbana-Champaign, said, "I think there is a sense among the academic leadership around the country that some of the major sports have run away from academics. Most of us feel that big-time sport is a good thing, provided students get an education, graduate, and go out in the world with a solid background. That is the motivation of those who plan to attend the convention."

While the major problems in intercollegiate sports are confined mostly to the big-time programs in Division I-A, presidents of institutions in the other divisions also called the convention important.

"Never before has the N.C.A.A. convened at the request of its presidents, and never to deal with an agenda proposed by the presidents," said Paul Hardin, president of Drew University and a Division III representative on the presidents' commission. "I think you could sum up our attitude as believing we have few problems in Division III athletics but that the problems in Division I discredit all of higher education."

—CHARLES S. FARRELL

Female Officials in a Male-Dominated Field

Continued from Preceding Page

attended the meeting, women in athletics administration must continue to work hard to overcome long-standing prejudices in order to further improve their status.

"It is very frustrating," said San Diego State's Ms. Hill. "Many of us want, and can't get, the top job. Outside of the president of the university, it is the most difficult job on campus. You have to answer questions from the faculty, the community, students, athletes, coaches, and the media. And it is big business. If you can't run a program in the black, then you shouldn't be there."

Being a woman makes the job of athletic director even more difficult, Ms. Hill said: "A lot of people don't think you can do it—and a lot of people hope you can't."

She has had to fend off numerous questions about her abilities, Ms. Hill said, "many of which bordered on the ridiculous."

" 'How can you be an athletic director when you never played football?' " Ms. Hill said she was asked. And: "You can't be an athletic director, because everybody knows women can't fire people."

Further, Ms. Hill said, she had to contend with the "old boys' network" at the university, deans and vice-presidents who believed a male should hold the position.

Ms. Hill said she had overcome some of the problems, but she continues to have to fight others. In the meantime, she has taken an athletic program that had lost $2-million in the four years before her appointment to a point where the program is operating in the black and fund-raising alone will total about $2-million this year.

Good Relationships

Ms. Hill offered some suggestions to other female sports officials who aspire to become athletic directors:

► Establish good rapport with your coaches.

► Establish a good relationship with the media. "They have so much power," she said, "that you have to have a good relationship. My policy is, when the media calls, I stop what I'm doing and return the call. And I always answer questions, no matter how tough."

► Establish a good relationship with university administrators. "You have to deal with them," she said. "And you have to know who the president listens to."

► Establish good relationships with boosters and alumni. "You have to get a support group in the community," she said. "For me, it has been young entrepreneurs."

► Surround yourself with quality personnel. Most important, Ms. Hill said, are managers of community and media relations, and a staff person in charge of the booster group.

► Never compromise a student athlete.

Other women with various success as sports administrators echoed many of the Ms. Hill's sentiments.

"If you want to become an athletic director today," Ms. Hill said, "you can. And you can be the best. It is quite a challenge, but it is fun to be the boss."

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Education majors lack a solid grounding in the liberal arts, according to a study by the Southern Regional Education Board. Story on Page 11.

Many social scientists and historians are beginning to see limitations in a purely scientific approach to their research. Story on Page 5.

Insurance costs are up sharply for many colleges and universities because of a slump in the insurance industry. Story on Page 12.

Improvements in the Education Department's mechanism for collecting defaulted student loans may not solve the problem. Story on Page 13.

Education researchers have proposed a new structure for the Education Department's research efforts. Story on Page 13.

Vita banks, regarded as an important innovation in university affirmative-action efforts, have made little or no difference in campus hiring. Story on Page 17.

A program supported by the Ford Foundation, the Faculty Resources Network, could serve as a model for cooperative faculty-renewal efforts. Story on Page 21.

Some athletic programs could face a significant loss of revenue if businesses lose their tax deduction for tickets to sports events, one official says. Story on Page 23.

The troubled economy in Colombia has produced widespread unemployment among college graduates there. Story on Page 27.

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'AN ATTRACTIVE TARGET'

Nuclear Commission Presses Its Staff for a Final Rule on Campus Uranium

By KIM McDONALD
WASHINGTON

The Nuclear Regulatory Commission last week overruled its staff and reaffirmed its commitment to require more than 20 universities to convert their research reactors, now using highly enriched, weapons-grade uranium, to a less-enriched form of the fuel.

As a result, the universities may have to switch fuels more quickly than they would have liked.

Staff members of the agency told the commissioners that the amount of highly enriched fuel at those reactors represented only a small percentage of the country's bomb-grade fuel and that the commission could safely wait until Congress passed legislation to protect the universities from costly re-licensing proceedings and to provide all the funds needed to convert the reactors.

The members of the commission, several of whom were irritated by what one called a "delaying tactic," directed the staff to prepare a final version of the rule approved by the N.R.C. a year ago.

"What we're trying to say is that this stuff is an attractive target and we want it out of the reactors," said James K. Asselstine, one of the commissioners. "Here we are one year later, and we're not one step closer to doing that."

Approval Likely in July

Mr. Asselstine said in an interview that the final version of the rule was likely to be approved by the panel next month, along with an order that would require the transfer of all the highly enriched uranium that is not being used by on-campus research reactors to Department of Energy facilities, which are considered to have better safeguards.

In recent years, scientists concerned with the proliferation of nuclear weapons have complained to the commission,

Continued on Page 14, Column 1

AAUP Censures 4 Institutions; 50 Now on List

'Biggest debate in years' precedes vote on Temple U.

By BEVERLY T. WATKINS
WASHINGTON

The American Association of University Professors has censured four colleges and universities—including one institution where its chapter is the faculty's collective-bargaining representative—for violations of academic freedom.

Added to the censure list were Oklahoma College of Osteopathic Medicine and Surgery, Southwestern Adventist College, Temple University, and Westminster College of Salt Lake City.

Delegates to the A.A.U.P.'s 71st annual meeting also voted to lift censure from two institutions—Harris-Stowe State College and the University of Texas Health Science Center at Houston.

The censure list now contains 50 institutions—a record. (The list appears on Page 18.)

The most controversial action was the censure of Temple University for terminating the appointments of four tenured professors because of financial problems. The Temple administration had cited a clause in the collective-bargaining agreement negotiated with the A.A.U.P. chapter that permitted the terminations on grounds of "retrenchment."

'Fundamentally Inconsistent'

The association's Committee A on Academic Freedom and Tenure found, among other things, that the contract's allowance of the use of retrenchment to terminate the faculty members was "fundamentally inconsistent" with the 1940 Statement of Principles on Academic Freedom and Tenure and other association standards.

Temple was on the list of censured institutions once before—from 1956 to 1961.

The vote on the Temple case was preceded by what one delegate called "the biggest debate we've had in years."

Michael G. Harris, associate professor

Continued on Page 18, Column 1

Consortium Aims to Help Athletes Complete Degrees

By CHARLES S. FARRELL
NEW ORLEANS

In an effort to improve the graduation rates of college athletes, 10 colleges and universities announced last week that they had joined with Northeastern University in an innovative consortium aimed at helping former college players earn their degrees.

Some 45 professional athletes without college degrees are enrolled in the program at Northeastern and are finishing their undergraduate work there or at other colleges. The athletes in the special program pay only half the regular tuition.

As part of the Northeastern program, baseball players with the Boston Red Sox, hockey players with the Boston Bruins, and football players with the New England

Continued on Page 24, Column 1

EEOC Rejects Role in Adjudging Comparable Pay

By GAYNELLE EVANS
WASHINGTON

The U.S. Equal Employment Opportunity Commission voted unanimously last week not to intercede on behalf of women who base complaints of pay discrimination on the controversial theory of "comparable worth."

The theory holds that women and men should be paid the same wages for work that is of comparable value and responsibility, even if the jobs are not the same or substantially equal.

The ruling by the five-member commission, which is now composed entirely of people appointed by President Reagan, was its first on comparable worth.

The decision will govern the E.E.O.C.'s

Continued on Page 14, Column 3

China Plans to End Soviet-Style Education System and Adopt Western Model

By WENDY LIN
PEKING

China's Communist Party has announced a series of reforms designed to replace the country's Soviet-style system of education with one modeled on that of Western countries.

The changes would replace China's traditional methods of teaching by drill and memorization with approaches designed to encourage independent thinking and analytical skills.

They are aimed at maximizing China's limited educational resources and at training desperately needed professionals to lead the country's drive toward modernization. The measures will affect all students, from those in primary school through the 1.5 million studying in China's colleges and universities.

Approved by the Central Committee of the Chinese Communist Party, the new educational policy follows the same themes as the country's overall campaign for economic modernization. The emphasis is on decentralized control, liberalization of requirements, and pragmatism. Under the reforms:

► Students will be awarded scholarships on the basis of merit and be expected to pay a portion of their tuition. Until now, students have been fully sponsored by the government once they were accepted by a college or university. Critics charged that that system provided few incentives for students to excel.

► Local governments will take more responsibility for providing educational opportunities to local residents. Provinces and cities will be allowed to set up their own schools and will be expected to provide financing, construction, and expertise to run their own colleges and universities.

► University presidents and administrators will be given more autonomy in hiring staff members and determining the curriculum. Until now, such matters have been

Continued on Page 28, Column 1

Panel Analyzes Education Graduates' College Transcripts, Finds Weak Grounding in Liberal Arts, Urges 25 Reforms

By JEAN EVANGELAUF

Strengthening the general-education curriculum is the key to improving the training of schoolteachers, a commission of the Southern Regional Education Board said last week.

Based on a review of transcripts of more than 6,000 college graduates, the board found that education majors had had a weak grounding in the liberal arts. Compared to arts-and-sciences majors, future teachers had completed fewer general-education courses, had taken more remedial and lower-division classes, and had devoted "substantially more" of their schedule to courses in their field than was required.

In addition, a "remarkable proportion of the teachers finish college without any exposure at all to important disciplines," the report said.

The analysis of transcripts provided the basis for 25 recommendations by the board's Commission for Educational Quality for improving teacher training. The chairman of that group is William F. Winter, former governor of Mississippi.

The recommendations are to be voted on by the organization this week.

The commission rejected the addition of a fifth year to the education baccalaureate, a move endorsed recently by most of the members of the National Commission for Excellence in Teacher Education (*The Chronicle*, March 6).

"It makes no sense to add a fifth floor to a four-story house if the foundation of that house is shaky," the S.R.E.B. commission said. "Until the current four-year college program truly represents college-level work, it makes no sense to extend its length, except as to accommodate non-credit remedial work."

"It makes no sense to add a fifth floor to a four-story house if the foundation of that house is shaky. Until the current four-year college program truly represents college-level work, it makes no sense to extend its length, except as to accommodate non-credit remedial work."

Courses Found Less Rigorous

For the teaching profession to regain prestige, new teachers "must be seen first and foremost as high-quality college graduates," the group said.

Compared with arts-and-sciences graduates, education graduates take fewer courses in economics, English, foreign languages, history, mathematics, philosophy, physical sciences, political science, and sociology, and more in applied fine arts, biology, and psychology, according to the report of the transcript study.

The study results also indicated that education majors can and do fulfill general-education requirements with courses that are less rigorous than those required of other students.

For example, half of the credits in mathematics taken by elementary-education majors to fulfill math requirements were in courses open only to those students. A typical title of such a course was "Understanding Arithmetic," the report said.

To eliminate such situations, the commission recommended that colleges and universities prescribe acceptable general-education courses and insist that students in all majors select courses from that group.

At colleges that do not prescribe the curriculum, the board warned, "students often follow the path of least resistance, and ferret out courses on the weather or acoustics of musical instruments to meet science requirements. These kinds of courses meet the 'letter' of the requirements, but hardly the intent of providing a broad background."

The study results are based on transcripts of 3,283 education majors and 2,760 arts-and-sciences majors from 17 Southern universities who earned baccalaureate degrees in 1982-83.

Included among that group are the institutions that graduate the largest number of education majors in each of the 14 states that are members of the board.

Both education and arts-and-sciences majors avoided study in some subjects, the study found. The following table shows the percentages of students majoring in education and in arts and sciences who had no credits in certain areas:

	Education	Arts and sciences
Mathematics	7%	11%
Science		
Biology	11%	25%
Chemistry, physics	38%	54%
Other physical and earth sciences	34%	41%
Social sciences		
Economics	75%	59%
History	6%	9%
Political science	46%	38%
Other liberal arts		
Applied fine arts	40%	63%
Languages	74%	31%
Philosophy	78%	52%

Although most of the students took mathematics courses, math was a troublesome area, according to the study report.

Only 22 per cent of the mathematics courses taken by the education majors and 53 per cent of those taken by the arts-and-sciences students were college-level courses that had the prerequisites of high-school geometry and algebra I and II.

Among the examples cited in the study to illustrate the difficulty some students faced in fulfilling math requirements were the following:

► "Edward, an elementary education major, took 'Basic College Mathematics' at a junior college and received an 'A.' He then took 'Elementary Mathematics for Teachers' at a senior institution twice, failing it both times. He returned to the junior college the summer before graduation and took 'Mathematics 101' and received an 'A.' He took a mathematics methods course for elementary teachers and received a 'C.' "

► "Ann, an arts and sciences major in psychology, made an 'F' twice in a junior college course labeled 'college mathematics.' She took 'Introduction to College Mathematics' at the senior institution and earned a 'B.' No additional mathematics courses were taken."

In other areas, the study of transcripts found that elementary-education students had taken half their courses in education and physical education. Rather than study teaching techniques in a comprehensive manner, the students took separate classes covering teaching of arithmetic, art, language arts, physical education, reading, science, and social studies.

Those "methods" courses should be consolidated and emphasize child development and learning theories, the commission recommended.

A consolidation would enable elementary-education students to take more liberal-arts courses. The commission also suggested that such students take courses in academic disciplines at the upper level, and that some, particularly those planning to teach upper grades, complete an academic major.

The commission also said that "Introduction to Education" courses covering the history, philosophy, and sociology of education had little relevance to students who had no teaching experience.

Those courses should be revamped to cover the topics in more depth and should be included in the graduate in-service programs that experienced teachers take, the group recommended.

Although secondary-education students at the universities in the study were required to have had an academic major, the study results indicated that they had concentrated in only a few disciplines and taken many lower-division courses.

Two-thirds of those in science education, for example, took over half of their science courses in biology. Only 9 per cent of those planning to teach high-school science devoted that much of their schedule to chemistry and physics.

"The lack of attention to the physical sciences . . . bodes ill for a society that stakes its role in the world economy on high technology," the report said.

Only one-third of the science courses taken by future science teachers were upper-division courses.

To illustrate the problems that some secondary-education students had in completing their academic majors the report offered the following example:

"Beverly, a science education major, took only one mathematics course, 'College Algebra.' She attempted 44 courses in the sciences and received 22 'D's,' 'F's,' or withdrawals. She attempted the first quarter of organic chemistry twice, the second quarter three times, before passing; she took the third quarter three times, failing each time. She attempted 'Introduction to Physics' four times, finally passing with a 'C'. . . . This student graduated 'with honors.' "

While acknowledging the problem of the high failure rate of minority-group students on basic-skills tests and certification exams, the commission endorsed the testing requirements that many states have instituted.

"It is important that the issue not be cast as a choice between having more minority teachers or the tests," the commission said. "Both are essential and we can have both if decisive steps are taken at the state and institutional levels. These actions should emphasize the enhanced preparation of minorities in high school and college, as well as the attraction of better students to teacher education programs."

"Students often follow the path of least resistance, and ferret out courses on the weather or acoustics of musical instruments to meet science requirements. These kinds of courses meet the 'letter' of the requirements, but hardly the intent of providing a broad background."

Other Recommendations

Among other recommendations:

► The states should lead the education-reform movement. They should give financial rewards to institutions that are willing to improve their programs, and they should base appropriations on program quality, not on enrollments.

► States should develop programs to employ education majors as teacher aides to enable them to obtain more classroom experience.

► States and institutions should consider adopting alternative approaches to teacher training, such as the master of arts in teaching for arts-and-sciences graduates.

► College and university faculty members should have prolonged and regular contacts with the public schools and should be rewarded for their service to public education.

► Loans and scholarships for top students to pursue teaching careers should be available.

The universities participating in the study were Appalachian State, Arkansas State, Auburn, East Texas State, Eastern Kentucky, Florida State, James Madison, Louisiana State, Marshall, Southwest Texas State, and Towson State Universities, and the Universities of Georgia, Kentucky, North Carolina at Chapel Hill, South Carolina, Southern Mississippi, and Tennessee.

The commission report, *Improving Teacher Education: An Agenda for Higher Education and the Schools*, is available for $3.50 prepaid from the Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta 30309.

The 180-page technical report of the transcript study, *An Analysis of Transcripts of Teachers and Arts and Sciences Graduates*, and a summary of the study, *Teacher Preparation: The Anatomy of a College Degree*, are available from the board for $6.50 and $3.50, respectively.